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ABSTRACT

This is a record of a symposium on the future of education in Indiana. Restructuring the public schools is the long-term goal. The symposium was designed to begin conversation by bringing together a comprehensive assembly of presentations, and to engage the participants in a process of determining the first steps for change. The three-day symposium was committed to (1) raising fundamental questions of the organizational mission; (2) discussing of paradigm shifts in thinking and new learning theory; and (3) making commitments to action. Highlights from five presentations are described. Each presentation incorporates a common theme of advocacy for uncommon approaches to change and provides a stimulus for work to follow. Appended is a listing of the small-group reports in terms of priority, implications, and commitment. A list of participants is also appended. (SI)

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A Report on the

ISTA President's Symposium:

Restructuring the Public Schools

March 30 - April 1, 1988

Indiana State Teachers Association

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FOREWORD

"We must get to the fundamentals, beyond politicized debate, if we are to rethink and recreate our educational institutions. We need to set aside current political differences so that we can begin to talk about the future, and of public education, in an open and frank way. We, teachers, can't restructure schools alone, nor can it be done without us. Together, we will make a difference for the children of the 21st century."

Damon Moore, ISTA President, invitation to the President's Symposium: Restructuring the Public Schools, 1988.

Nearly one hundred people accepted the invitation of President Moore, on behalf of the Indiana State Teachers Association, to engage in open and frank discussions about the future of education in Indiana.

Parents, administrators, school board members, state officials and a complement of engaging speakers, together with ISTA members, took the first steps to lay the groundwork of trust and understanding upon which to build a collaborative agenda for change.

"Restructuring the Public Schools" is an area of sustained and growing interest within the ISTA. The Symposium's mission was to stimulate greater alliances on behalf of tomorrow's students and to assist ISTA in defining a long-term commitment to school restructuring.

ISTA has chosen to be at the vanguard of this emerging movement and in a complementary position with other initiatives, such as the Indiana State Department of Education's "Schooling for the 21st Century."

This is a record of the Symposium -- of issues raised and directions set. More importantly, it is an open invitation, to all who care deeply about the future of public education, to join us in taking the next steps in rethinking and recreating our educational institutions.

As Conference organizer and author of this report, I express my deepest appreciation to the people who made possible the second annual ISTA President's Symposium.

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Lynne Schrum, Teacher and Computer Conference trainer, 293 Country Club Road, Eugene, OR 97401, ph: 503-345-8257.

And a special thanks to: Damon Moore, ISTA President, for initiating the Symposium; the ISTA Board of Directors, for authorizing the project; Karen Lindamood, ISTA, for coordinating the effort; and to all the participants.

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Part I. EXECUTIVE SUMMARY

The Indiana State Teachers Association, through the work of the Symposium participants, has set new directions for educational reform, within the state of Indiana, and set the pace for positive, pro-active leadership among NEA's affiliates.

In responding to President Moore's call-to-action, Symposium participants validated an assumption that the industrial model, in education, is obsolete. Through their participation in the conference, they left no doubt about their eagerness to assume responsibility in creating schools appropriate to the challenges of the 21st Century.

It is clear, from reactions at the conference and in the follow-up assessments, that ISTA has attracted a core of thoughtful, committed advocates and activists for school restructuring. There is a virtual consensus, among the Symposium participants, that there is:

- An urgent need for action,
- An individual responsibility for change,
- Potential for each school/community as a center of change,
- A readiness among some schools/communities to take the lead,
- A great deal of work to do in establishing higher levels of trust and collaboration among various educational interests, and
- An expectation that ISTA will provide leadership and support for school restructuring.

Part II. THE SETTING

The University Conference Center, on the campus of Indiana University/Purdue University, Indianapolis, is a state-of-the-art meeting facility, with complete accommodations for meetings, meals and housing; affording an environment, with minimal distraction, for optimal immersion in the conference agenda.

A special feature of the Symposium was a computer conference simulating the McGraw-Hill Information Exchange for Educators (MIX). Twelve of the Lincoln Center Computer Lab PS/2's were linked with a host machine, provided by MIX and running the MIX version of CoSy conferencing software.

The computer conference served four purposes:

- 1) Extending the conference dialogue through the medium of computer conferencing,
- 2) Making fullest possible use of the Conference Center facilities,
- 3) Demonstrating the power of computer conferencing as a tool for school restructuring, and
- 4) Assisting in development of the conference record. Many of the individual comments and all of the group reports, included in this report, were entered by the participants, direct to disk, in the computer conference.

STRUCTURE

Restructuring is a long-term agenda. The Symposium was designed to begin the conversation by bringing together a comprehensive assembly of presentations, and to engage the participants in a process of determining the first steps for change.

Speakers -- Whole-group Presentations

To stimulate expansive thinking, speakers brought global views from varied perspectives -- both inside and outside of education.

Workshops -- Concurrent Sessions

To provide practical examples of structural innovation, workshop leaders brought direct experience with existing projects and resources.

Observers -- Reactor Panel

To balance the teacher perspective, individuals from other sectors of the education community observed and reacted to what they saw and heard.

Small Groups -- Action-planning

In order to facilitate thorough and thoughtful discussion, small-groups were organized with an even distribution of participants from each of the represented areas of educational interest and work-time was scheduled throughout the conference. The groups addressed three tasks:

- Identifying priority concerns and issues,
- Considering the implications for their respective interests, and
- Writing a brief action plan.

THE AGENDA

DAY ONE -- RAISING THE QUESTIONS

Shirley McCune, Mid-continent Regional Educational Laboratory, described, with an abundance of data, trends that are reshaping existing institutions and raising fundamental questions of organizational mission.

Robert McClure, Director, NEA Mastery In Learning Project engaged the group in an exercise to question the social significance and utility of school curricula.

DAY TWO -- RAISING THE POSSIBILITIES

Willis Harman, President, Institute for Noetic Science, and Dee Dickinson, Coordinator, New Horizons for Learning teamed for a presentation challenging participants in "rethinking the things we know," a discussion of paradigm shifts and new learning theory.

Four close-up views of restructuring were presented by: Three teachers from the Indianapolis Key School (organized on Gardner's theory of multiple intelligence), a principal from a school without labels and pull-outs, a consultant in school transformation and a local union leader's perspective on restructuring the union. A computer conferencing skills workshop was also available.

DAY THREE -- COMMITTING TO ACTION

The closing session included reports from small groups; reactions from observers (Don Brown, Academic Dean, Purdue University; Jill Robertson, Vice-President, Indiana PTA; and Carolyn Tate, President, Indiana School Boards Association) and a speech/Q&A session with Mary Hatwood-Futrell, NEA President.

Part III. PRESENTATIONS

There are many paths to school restructuring. Each individual, school and community must be empowered with the knowledge and resources to act on a shared vision of the future.

The Symposium gave participants access to a knowledge base challenging conventional views of schooling and to people who could become a support system for affecting positive structural change.

Each presenter brought a unique perspective to the Symposium -- from theoretical to practical -- blending strands of discussion on social, political, economic and educational themes.

They presented a common theme of advocacy for uncommon approaches to change -- eliciting questions and provoking reactions -- providing a stimulus for the work to follow.

TRENDS AND FORCES SHAPING THE FUTURE

Shirley McCune, Mid-continent Regional Educational Laboratory

McCune is recognized for the supervision of work with state-level decision makers in the area of school improvement. She has worked as a classroom teacher, university faculty member, educational researcher, educational association manager and federal executive. Her interests include community development, educational equity and restructuring of education. McCune is devoted to meeting the needs of an evolving information society. With the cooperation of Association for Supervision and Curriculum Development, McCune just completed a monograph entitled "Guide To Strategic Planning For Educators" -- one of many research reports, articles, training models and monographs.

McCune identified five shifts in the transition from industrial age to information age:

From	To
Schooling of 5-18 year olds	Learning communities
Intellectual development	Human development (physical, emotional, social, intellectual)
Knowledge discrete, objective	Knowledge related, perceptional and changing
Structured, mass instruction	Individualized learning
Bureaucracies	Dynamic organizations

McCune (cont.)

McCune's assumptions for restructuring schools:

- The primary goal of education is to teach students the skills of information acquisition, processing and application;
- Teaching content or facts are no longer the end of educational processes but rather the means of teaching thinking and information processing;
- Educational processes at every level must focus on skills which are necessary to translate understandings into effective behaviors;
- Learning must become a lifestyle and schools have a responsibility for teaching skills, attitudes and behaviors which support that lifestyle.
- Education must expand the methods and resources for learning; and
- Emphasis in education must be on our individual and collective humanity.

McCune's organizing principles suggest multiple options and choice:

- Specialized alternatives or magnets to provide students with more choice;
- Varied learning environments within the school (e.g. fundamental, contemporary, informal, and open);
- Greater emphasis on site-managed schools;
- Established relationships with other learning resources (museums, business, non-profit groups, post-secondary institutions, professional groups, etc.); and
- Longer-term strategy for converting School building to a full-time multi-use facility.

WHAT IS TO BE TAUGHT?

Robert McClure, Director, NEA Mastery In Learning Project

The National Education Association's Mastery In Learning Project engages the school/community in comprehensive reform of teaching and learning. McClure began his career in the classroom. In the NEA Instruction and Professional Development unit he has helped develop many of the Association's programs and publications on school improvement. He was also responsible for the development, field testing, and implementation of the Association's teacher education action plan. McLure was a chief architect of the "Schools for the 70's" Program. He has worked extensively with teachers through state and local education associations and consulted with professional and scholarly organizations, projects funded by the U.S. Department of Education, and private foundations.

McClure lead the group through the curriculum portion of the "Comprehensive School Reform Exercise"

In a card game designed through the NEA Mastery In Learning Project, participants engaged in discussions related to four components of schooling: teaching, learning, curriculum and school culture. In the curriculum component, participants:

- Selected cards, from a range of options, to describe current conditions with respect to organization of curriculum, curriculum content, scope and depth of topics, specification of sequence, nature of outcomes, instructional materials, locus of curriculum decision-making, values and standards, and assessment of the curriculum.
- Discussed their selections with the group.
- Selected a set of cards to describe their vision of what the school ought to be.
- Negotiated a common vision as a basis for restructuring.

3.3 RETHINKING WHAT WE KNOW

Dr. Willis W. Harman, President, Institute of Noetic Sciences.

The Institute of Noetic Sciences is a non-profit, research/educational organization founded in 1973 by astronaut Edgar Mitchell. Its purpose is to expand knowledge of the nature and potential of the mind, and apply that knowledge to the advancement of health and well-being for humankind and the planet. For 16 years prior to assuming that post, Dr. Harman was a Senior Social Scientist at SRI international. He initiated a program on futures research, exploring the national and global future. In this capacity he worked on long-term strategic planning and policy analysis for an assortment of corporations, government agencies, and international organizations. Harman is professor emeritus of Engineering-Economic Systems at Stanford University, and a member of the Board of Regents of the University of California.

Harman presented as evidence of a paradigm shift:

- An assortment of indicators that have accompanied revolutionary societal change in the past, have also characterized the past couple of decades,
- The modern paradigm seems to have placed us on a course that cannot continue much longer, and
- There are indications of a fundamental change in values and beliefs, both among the populace and in the scientific community.

Harman (cont.)

Harman identified five assumptions of the modern industrial paradigm which are coming under increased questioning:

- Material progress is the measure of the good society.
- Economic and technical rationality provide a superior logic for guiding social decisions.
- Technology-focused science, leading to increased ability to predict and control, is the most reliable form of knowledge.
- The highest good is the social and material well-being of the individual.
- The primary relationship of the individual to society is through his/her job in the mainstream economy (or through a spouse with a job).

Harman told the group that when profound change is occurring in a society the future feels very uncertain. As a result, there is a great deal of underlying anxiety which may manifest in a number of ways. Among them seem to be typically: increased incidence of alienation and anomie, increased rate of violent crime, increased rate of social disruption, increased incidence of mental illness, drug abuse, etc, rise in religious cultism, rise in tolerance of sexual hedonism and deviant behavior, and economic inflation.

He pointed out that the same phenomena can occur at other times as well but their appearance in a interconnected pattern since the mid-1960 lends credibility to the idea of fundamental societal change.

RELEARNING ABOUT LEARNING

Dee Dickinson, President, New Horizons For Learning

Dickinson's background includes teaching on all levels from preschool through university. She is a former director of the Seattle Creative Activities Center, Chair of the English Department of the Bush School, Chair of the Citizens Advisory Committee for Academic Excellence, Seattle Public Schools, has produced programs for educational television and directed children's theatre productions. She coordinates the "Creating Our Future in Education" conferences and is editor of "On the Beam."

Dickinson presented examples of current work in cognitive research and learning theory.

- Within the last decade, the technology of tomography has made it possible to "see" the thinking process and to measure the effects of learning by monitoring chemical secretions.
- Dr. Marion Diamond, Professor of Anatomy and Physiology at the University of California at Berkeley, has demonstrated the plasticity of the brain.
- Israeli cognitive psychologist Dr. Reuven Feuerstein has proved that it is possible to improve intellect (modify intelligence) and to seriously refute the notion of IQ.
- Dr. David Perkins, Co-Chairman of Project Zero at Harvard University, has effectively challenged the myth that intelligence is primarily inherited with his work in three-fold intelligence.
- Dr. Gardner, also from Project Zero, hypothesized at least seven kinds of intelligence: verbal, logical-mathematical, visual-spacial, body-kinesthetic, musical, interpersonal and intrapersonal.
- Research on learning styles by such people as Bernice McCarthy and Anthony Gregorec raises possibilities for the development of many strategies to meet the needs of individual learners who have different perceptual and thinking styles.

CHALLENGING THE 2X4X6 SCHOOL

Mary Hatwood-Futrell, NEA President

Futrell challenged the group to be risk-takers on behalf of students.

"We will move forward to accelerate the demise of the 2x4x6 school. We do not want our students to be trapped between the two covers of the textbook, the four walls of the classroom and the six periods of the day."

President Futrell noted that the Symposium was a "watershed event which could catapult ISTA to the forefront of education reform." She noted, "No state, to my knowledge, has held this kind of meeting which brings interest groups together to discuss the fundamental issues of restructuring, and certainly not one called by the teachers."

The NEA president talked about the full range of issues on NEA's reform agenda but none attracted more interest than with the discussion of the Learning Labs. Futrell announced:

"We want to identify school districts where people are free to turn the system upside down, inside out or sideways. We want to see schools where teachers are free to try new ideas or to refine old ones."

Teacher empowerment is the absolute prerequisite to meaningful reform and at the core of the Learning Labs proposal, according to President Futrell. Leaning Labs are an extension of the initiatives which evolved from the NEA's Open Letter to America: On Schools Students and Tomorrow. President Futrell cited specifically the experience of the NEA Mastery In Learning Project, TABS and Operation Rescue.

WORKSHOPS

The Union and School-based Decision-making

Jade Moore, Executive Director, and **Don Macneale**, President of Pinellas Classroom Teachers Association (FL), host-local for an NEA Mastery In Learning Project (St. Petersberg High School), discussed the experiences of a large, urban local in a systematic re-examination of governance structure and member services. Of primary concern in the anticipated decentralizing is the integrity of the contract.

Building a School on New Learning Theory

Three teachers, Carol Forbes, Sharon Smith and Sonja Castle, described the experience of creating the Key School, an alternative in Indianapolis, designed from the ground up around Howard Gardner's "Frames of Mind."

Managing Change: a Principal's Perspective

LaVaun Dennett, Principal at Montlake Elementary School, Seattle, WA, shared insights and frustrations related to the tensions between innovation and regulation in an urban elementary school where she and the staff collaborated to reallocate students, reduce class size, eliminate labels and pullouts and restructure their program.

The Three R's of School Restructuring

Gary Obermeyer, Learning Options, described the basic ingredients of school- based change and extrapolated issues and needs in the restructuring of schools -- drawing on experience of NEA Mastery In Learning, the Coalition of Essential Schools & Puget Sound Educational Consortium.

Introduction to MIX

Lynne Schrum, teacher and moderator on the McGraw-Hill Information Exchange for Educators (MIX), lead participants, many of whom had never used a computer, through a hands-on tour of the MIX/CoSy's computer conferencing software.

Part III. CONCLUSIONS AND REACTIONS

One measure of a conference is the enthusiasm and engagement of its participants.

The spirit of the Symposium was demonstrated in spontaneous applause, during the closing session, as one of the participants called attention to the example of School City of Hobart in sending a team of two teachers, the assistant superintendent and the board president.

The real 'stuff' of the meeting happened in the small-groups -- working at meal times, during designated group time and after hours; they developed a high level of consensus and demonstrated a great deal of ownership in their final products.

Not everyone agreed with everything the presenters had to say. However, those exceptions were voiced and debated. Conversations carried into the halls and into the night.

Presenters, while on site and not presenting, were included in the informal conversations and in the small groups.

Special arrangements were made to keep the computer lab open until 11 p.m. Fledgling telecommunicators were still on-line at closing time.

Full text of small-group reports is included in the appendix of this report.

OBSERVER REACTIONS

All three observers complemented ISTA for it's leadership in sponsoring the meeting and noted the readiness for change within the group.

Don Brown, Academic Dean, Purdue University, emphasized that for people to engage in school-based decision-making they need to:

- Be mindful of the relationship of their own communities to the global context -- for example -- not to become myopic when looking at demographics.
- Know the difference between information and knowledge and to understand that not all "new" knowledge is new -- research is politically motivated.
- Take risks -- but do not lose the means for collective power.

Jill Robertson, Vice-President, Indiana PTA, noted that the meeting had given her a more positive opinion about teachers and a sense that the real reasons for restructuring had to do with the human factor. Robertson emphasized the need to:

- Get the message about differing learning styles and needs into the home.
- Work together so that organizations are walking in step.

Carolyn Tate, President, Indiana School Boards Association, called for the educators to emphasize similarities rather than differences. Tate elicited a spirited discussion which:

- Confirmed that there is a great deal of misunderstanding and mistrust in the area of bargaining.
- Committed to the group that she would work to open dialogue between teachers and school boards and invited the same.

THE PARTICIPANTS SPEAK

The following comments are excerpts from the computer conference:

I feel that I have a much better understanding of the issues than I had before. I believe that it is very important that we begin to look more at school-based management to get more involment from all staff members

David Specht

I am enthusiastic about the ideas presented by Shirley McCune. One of the goals of ISTA, I hope, will be to find a way to update teachers with information such as we heard. Written communications will not be enough. We need a dramatic, persuasive, non-threatening approach. Any ideas?

Kathy Schwingendorf

Willis Harmon is my guru. This has been great; however, there is evidence of great resistance. People need to have confidence in their ability to bring about change. Lots of little changes in the "bottom of the system can bring about great change."

David Young

(With a change in school leadership and attempts to initiate to building-based management) Principals are unsure of what is expected of them. Principals who once ran a tight ship (dictated decisions) are now looked upon as being ineffective. Those who are using shared decision-making are a "fuzzy vision" of what the future will hold.

By the way, I am having a great time. It is inspiring to be here. I consider myself very fortunate to have this opportunity.

Judy Briganti

Participants Speak (cont.)

The future of education must be in the hands of the educators, with the help of the public at large. If we do not work together, the educational system as we know it today or in the future will not exist.

Tom Richardson,

I have a vision for implementing more technology in the school. Now (we) need a conference on how to implement communications with administrators so that the lower level ideas can move up.

C.Berg

This (computer) conference has a great deal of potential for a computer novice such as myself. I have often thought that knowledge of the use of a modem and accompanying software would greatly expand my horizons and capabilities in areas of science teaching, Association work, and personal matters; but never thought that I would get the chance to experience this opportunity. Thanks to the organizers for the opportunity presented here.

David Smith

WHAT NEXT?...If we know that all children can learn and if we have the available teaching strategies, then are we avoiding our responsibilities if in fact we don't begin to implement and apply such knowledge? It seems to me that having the knowledge that teaching can be much more effective demands that we do all that is possible to force the necessary changes. Beyond the obvious [or not so obvious] changes that need to be made at the building sites, what implications are there in the political arena, the Department of Education, and the ISTA/NEA ?

Anne Moudy

FOLLOW-UP EVALUATION

In keeping with President Moore's announcemant that the Symposium as a starting point for further dialogue, a follow-up evaluation was mailed to the participants two weeks after the conference, asking them to reflect on the conference and the questions of restructuring in the context of their respective communities.

Responses to the survey indicate that virtually all participants were as positive about the need for change and the prospects for change, two to four weeks after the conference, as they were at its conclusion.

Nearly all respondents reported that they had already used information from the symposium:

- "I have shared information with the faculty of my school and plan to write an article for the OPT Newsletter and school newspaper. I am using some tips in my classroom."
- "I am on the agenda for May to discuss the symposium in detail with other building representatives."
- "I have, since the symposium, had the opportunity to participate in a weekend retreat focusing on Investment in Excellence, which along with the symposium has given impetus for change in the program with which I am involved."
- "While I have not used the information dealing directly with the NEA, yet, I have been using some of the material as background information in my promotion for a restructuring of our local schools."

Over half reported that they had already taken action:

- "I've written several articles for our teacher newspaper."
- "We are forming an IPD committee at our local. Our IPD is setting up a program to examine--local demographics--local future work trends--new learning styles."
- "Our local has already set up an IPD Committee with its first meeting in May."
- "We have contacted our District Uniserv Council to urge the development of a District IPD. The District Council has written to the Board of Directors. We have contacted the state IPD committee to seek cooperation with coordination."
- "I've encouraged two teachers to come up with a neat scheduling plan for their high school."
- "I've met with Director of Curriculum & Executive Board."
- "The City of Hobart School is in the process of developing a site-based decision making program in our system. Much of the information from the conference has been of help to us. We are very interested in implementing a staff development program."
- "We in Portage are presently engaged in "Strategic Planning." A committee of teachers, administrators, parents, students, and community members are actively looking to the future with the specific purpose of 'Restructuring' in mind."
- "I've talked to the FWEA Executive Board about the information from the symposium and have written several articles for the Educator and talked about it on my staff. I'm also involved with a computer pilot program for primary grades and will be attending a 3-day inservice for it. It's a step in the right direction. I'll also be planning an inservice for my staff for at risk kids."
- "I brought research back to my principal about ability grouping. I've given him additional info about it... hoping to get away from the strict delineation. I've filed for transfer! I've begun additional reading about possible practical changes..."

Still others were making plans for action:

- "Planting seeds for future discussion. Working on getting MIX."
- "I'm going on a 'think tank' retreat April 29 & 30 with 30 teachers & administrators from Elkhart and will be presenting information gathered at this conference."
- "We have discussed with people that we had local representatives at the symposium. We have shared some of the ideas. As I travel the state I discuss the courage of the Seattle Principal in making the changes for all children."
- "Time of year necessitates waiting till next year."
- "I have been developing grass roots for the idea of restructuring among the faculty. They seem to be very excited about the prospect."
- "I plan to make a presentation to the School Board soon."
- "My principal has agreed to allowing a new innovative concept (at least for Union) next year in a 4/5 split class with recommendations on restructuring from me--I know this is a small step but it is a step."
- "A committee of corps teachers are using release time to develop some school-wide expectations for pupils concerning discipline & assignment policies."

On the matter of support from ISTA, most respondents want information;

- "Continuous information."
- "Access to current research."
- "At present I need to keep talking and passing on info. Later I see possible need for speakers and inservice-type presentations (My hope)."
- "The best support at this time would be to publicize communities that are attempting to restructure their schools thus showing our district how it could be done."
- "I need information about speakers who have knowledge about at risk kids, parenting skills & multi-cultural differences..."
- "I would like to have a video recording of Mary's speech the final day to show to the entire membership."

Several respondents indicated a need for advice and counsel from ISTA:

- "We need to be advised of ways that we can accomplish the restructuring that we know needs to be done. At the present time, we are looking at the possibility of doing away with teacher "evaluation" and concentrating on "improvement of instruction" instead. In this process, we need the support of ISTA to make sure that we protect teachers and their rights."
- "I always appreciate being sent any information on related studies, any cautions that need to be observed while pursuing restructuring, and the availability of the ISTA president."
- "The opportunity, time. and guidance by ISTA."
- "Need contact with IPD leadership to explain & encourage implementation of our idea."
- "Knowing that the ISTA leadership and fellow teacher leaders are a phone call away is helpful."

Symposium participants see ISTA in an advocacy/leadership role:

- "Continued symposia and getting School Boards Associations & Superintendents Associations to endorse or participate..."
- "(ISTA) needs to present the NEA Learning Labs idea to our superintendent. He should/or you should contact, share materials, etc..."

Nearly half of the respondents think that their respective superintendents and school boards would be interested in participating in NEA'S Learning Labs.

Nearly all the respondents indicate that they would serve with a cadre of experienced educators to help facilitate the restructuring of public schools.

Part IV. APPENDIX

SMALL-GROUP REPORTS

GROUP Q

PRIORITY: Making the Profession aware of the need for a change.

IMPLICATIONS --

for teachers:

1. We need to recognize that what we are doing now is not meeting the needs of all students.
2. Technology is having and will have a great effect on the teacher's role.
3. If we are not part of the change, someone else will make the changes for us/to us--for example, private schools.
4. Teachers must be retrained to deal with changing roles and technology.
5. Teachers must change their perceptions of themselves as teachers: Change is a challenge, not a threat.
6. The teacher must be decision makers on important decisions.

for Community:

1. Educate community, make the school the focus of the community, build ownership.
2. Change school schedule to meet the needs of the community.
3. Develop networks with community businesses and any other resources to supplement schools and to provide opportunities for teachers and students.
4. Political and other power structures must recognize the teacher as the professional and provide appropriate support.

for Students:

1. Students must be made active participants in learning.
2. Recognize all intelligence types, enable development of potential of all children.

for Administration:

1. Flexibility will be required.
2. Shared decision making.
3. Reclassification of administrative jobs will result.
4. Change in assessment of professional growth will occur.

COMMITMENT:

Each group member will initiate in-service in his/her own local to make teachers aware of the needs for change.

GROUP R

PRIORITY: Teachers' belief that all children will learn given appropriate resources.

IMPLICATIONS:

1. All interested parties need to incorporate the belief that all students can learn.
2. Having teachers become comfortable with the belief that all students can learn.
3. Teacher empowerment; provide staff development; all educators need and understanding of different learning styles and teaching strategies.
4. Teachers assume responsibility too learn how students learn and how to reach them.
5. Expect changes in allocation of resources, impact on teachers' rights and evaluations, building site expectations and multi-year goals.
6. School philosophy statement and practice will force restructuring.
7. Provide as much comfort for staff to change as possible, establish trust.
8. Destroy the barriers of isolation, provide staff and student social support services, foster constituent support.
9. Look at age/readiness for schooling, students' self-esteem, match teachers & kids.

COMMITMENT:

Talking to colleagues, energizing colleagues, begin the search of how students at all levels can be taught. Find out immediately sources of information and contact those sources.

GROUP S

PRIORITY: Professional Development directed toward school restructuring.

(Group noted that they were in agreement on overall topic but not about the means to accomplish. Some want to start top-down through IPD. Others want to bottom-up from teachers at the locals.)

IMPLICATIONS:

1. Instigate thought about change, go slowly but thoroughly, avoid intimidating friends and allies, avoid alienating opponents from change.
2. Bottom-up from the advocates at the District (Uniserv) is desired too.
3. Teachers should teach teachers.
4. Attach successful experiments, programs, procedures to the New Styles of Learning.

COMMITMENT:

1. Contact IPD for structural assistance with Professional Development.
2. Start forming Professional Development groups at the local level.
3. Start forming PD groups for restructuring at the District (Uniserv) level.

GROUP T

PRIORITY: Accept change as inevitable, necessary and possible.

IMPLICATIONS

1. Changing the mindset to get others ready so it can take place.
2. Change will take place whether we lead it or not. We would rather make policy.
3. Costs involved! in educating the community, rethinking priorities.
4. Need creative funding alternatives.
5. There will be resistance where it threatens administrator's role, teachers' security, or patrons and community.
6. As leaders with a goal we set new directions
7. Caution to resistance is necessary; smaller steps might be better way to lead.
8. Change must not violate negotiated contract.
9. Avoid being judgmental with those who disagree; allow for transfers.
10. Recognize that those coming in new to system have not yet "bought in."
11. Change will require TIME, WORK and lots of organization and planning. Some teachers will be more flexible, change will elicit ownership.
12. Students are the most flexible and adaptable. Change is going to affect kids but they won't know the boundaries that we do.
13. Parents should be briefed, PTO might offer financial assistance.
14. All changes do not have to be school wide.
15. Class size will often still be a factor in change.
16. Change may be exchanging one set of problems for another so be prepared to evaluate, assess, and change again.
17. Change will be a threat to school board. Plans for change must be shared with all decision makers.

COMMITMENT:

1. Meet with the superintendent to discuss plan and check support/reaction.
2. Discuss at the association rep. meeting first overview of restructuring to see if they are interested in pursuing a restructuring program for their separate buildings. If so, would then take it to the strategic planning committee.
3. "Vision is clouded" executive committee needs to discuss it first.
4. Bring together the shakers and bakers of the 36 elementary buildings -- brainstorm restructuring to try to form a vision.
5. Talk with the Supt. about what has taken place here, especially clarify that "Madeline Hunter" is the answer to industry, not the information society.
6. Write articles to be placed in Association newsletter to prepare teachers that there is a need to be a part of change or to be caught up in it.
7. Advocate to parents through various methods that change is inevitable.

GROUP U

PRIORITY: Retraining Staff.

IMPLICATIONS:

1. Establish local vision group.
2. Assess each school as to long term visions or changes.
3. Total commitment toward developing a program for the total educational community. (teachers, administrators, parents, business persons, support staff.
4. Write grant proposals/ secure funding.
5. Use local talent as facilitators whenever and wherever possible (ownership).
6. Use professional associations (ISTA, school boards association, superintendents).
7. Involvement of union.

COMMITMENT:

Gain support for team effort from all the constituents groups.

GROUP V

PRIORITY: Teacher empowerment at building level.

IMPLICATIONS:

1. Teachers, within the building, must work together to develop program.
2. Teachers must take responsibility for decisions.
3. Adequate time (with salary) must be provided.
4. Teachers will need to sell administration and community on program.

Commitment:

Find resources for support from without the building to aid teachers who want to start restructuring.

GROUP W

PRIORITY: Raise the level of consciousness about the movement toward restructuring.

IMPLICATIONS:

1. What is current situation?
2. Why the necessity to restructure?
3. Who will be involved?
4. Local flexibility? Degree?
5. Lines of resistance?
6. How do we keep the restructuring process going?
7. Staffing needs? Expanded use of facilities?
8. How do we encourage life-long learning? Provide for success of every student?
9. How will decision-making process change? The role of the teacher?
10. How do we maximize technology as a resource?
11. How will curriculum and instruction be modified to meet the needs of students?
12. What changes will be made in teacher preparation and staff development?
13. How do we make learning the primary goal of schools?

GROUP X

PRIORITY: Adopt non-curricular model for learning to meet needs of individuals in a global informational society.

We cannot deliver any information with our present delivery systems. Can a medical model be adapted? Diagnostic and prescriptive--focusing on the needs of the individual learner.

IMPLICATION:

1. A shared decision-making model will provide the process by which we decide what it is (the substance) that we deliver.
2. Those closest to the learner become empowered to make decisions about the content of curriculum, to decide "knowledge of most worth" on which we focus attention.
3. The professionals create the visions, move to school improvement, drive the curriculum--rather than having education driven by the curriculum.
4. The shared decision-making model is process, not content, based--allowing that which is most recent, most applicable to be the content while the process remains stable.

COMMITMENT:

Create the delivery system. Develop the shared decision-making model.

GROUP Y

PRIORITY: Enlightenment Toward Future Change (EFC)

IMPLICATIONS:

1. Resistance to change from all fronts.
2. Accepting change.
3. Implementing change.
4. Association must take formal role in implementation of any plan for Restructuring.

COMMITMENT:

We feel that the enlightenment of a base for growth must be the first step. That base must be our fellow teachers. This may be done through: 1. Association newsletters 2. Informal sharing with colleagues 3. Formal meetings

GROUP Z

PRIORITY: Implementation of a program of lifelong learning.

IMPLICATIONS:

This vision will necessitate a fundamental change which will create schools that recognize the stages of lifelong learning through a never ending cycle that begins in the womb and ends at the tomb.

COMMITMENT:

To develop a dialogue with teachers, parents, students and community members to develop strategies to plan and implement a democratic global model which includes:

1. Acknowledgment of reality of life-long learning as a basis for restructuring schools.
2. The school is a social institution that functions in response to this vision.
3. The school needs to be structured as a center for life-long human growth and development.
4. The educational community must recognize and deal with a variety of intelligences.
5. Schools must recognize and develop methods which incorporate the varied learning styles of its clientele.
6. Schools must be flexible and responsive to changing individual and societal needs.
7. Schools must be structured to provide opportunities for students - at whatever age level - to grow and develop affective, economic adaptability, and group and organizational as well as intellectual skill areas.
8. Schools must provide and promote personal happiness, positive life attitudes, and a joy of learning.
9. This dialogue, while not inclusive, must begin at the local level and should rely on state , national, or other entities as resources not as mandaters or implementers.

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